



Pelion Elementary

1202 Pine Street
Pelion, SC 29123

Grades	PK-5 Elementary School	
Enrollment	535 Students	
Principal	Catherine M. Hodge	803-821-2000
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

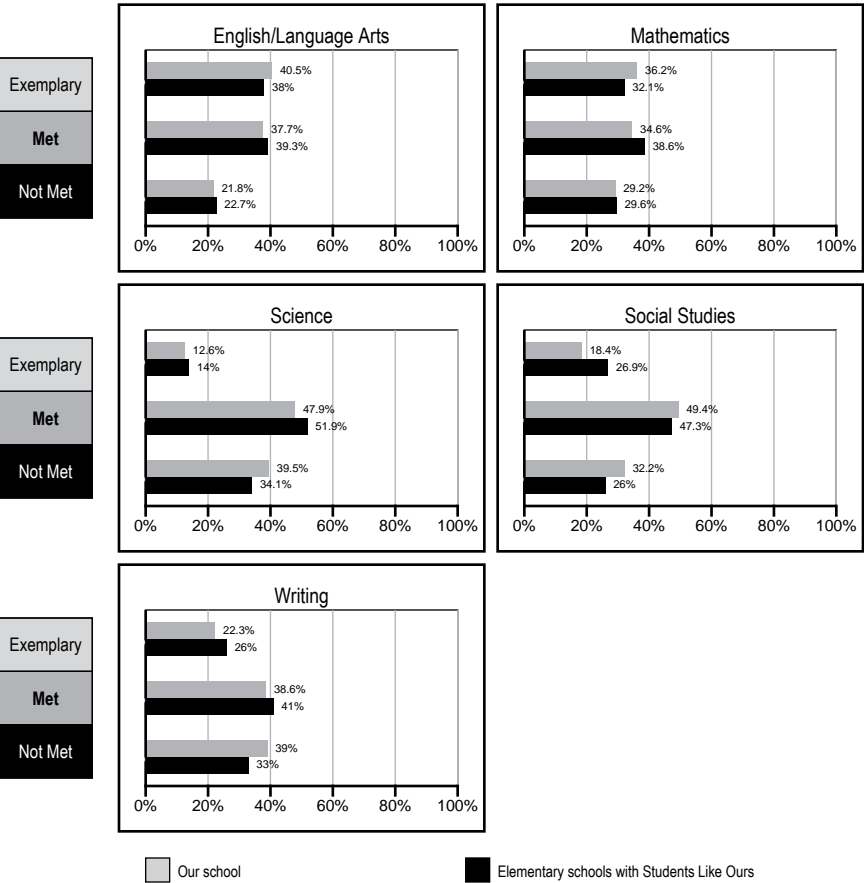
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	24	92	8	1

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=535)				
First graders who attended full-day kindergarten	98.8%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	1.2%	0.9%
Attendance rate	94.6%	Down from 94.7%	96.0%	96.3%
Served by gifted and talented program	5.0%	N/A	5.6%	7.2%
With disabilities	14.7%	N/A	14.1%	12.4%
Older than usual for grade	2.0%	N/A	2.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Up from 0.2%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	59.1%	Up from 58.1%	61.1%	62.5%
Continuing contract teachers	79.5%	Down from 93.0%	83.3%	83.3%
Teachers returning from previous year	84.8%	Down from 89.1%	88.0%	88.3%
Teacher attendance rate	94.3%	Up from 94.1%	94.6%	95.0%
Average teacher salary*	\$47,225	Down 0.9%	\$47,473	\$48,193
Professional development days/teacher	12.2 days	Down from 13.8 days	11.4 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	4.5	4.0
Student-teacher ratio in core subjects	14.1 to 1	Up from 13.0 to 1	20.0 to 1	20.1 to 1
Prime instructional time	88.6%	Up from 88.5%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,869	Down 1.0%	\$7,340	\$7,364
Percent of expenditures for instruction**	63.0%	Up from 62.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	60.0%	Up from 59.4%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Pelion Elementary School is a professional learning community that expects, emphasizes and models for its students the academic, community and social characteristics of being a lifelong learner.

Academically, our focus is on providing the educational framework that our students need to fulfill their personal potential and to thrive in the world. Students are encouraged to strive to higher levels through a diversified curriculum in mathematics, science, social studies and English language arts, with an emphasis on technology integration. We continually study the strengths and weaknesses of each student, and differentiate instruction to meet individual learning needs through ongoing use of the Measures of Academic Progress (MAP). Our staff continues to support student achievement and student progress through monthly data meetings, the 21st Century CLC After-school program, computer-based programs (Imagine Learning and First In Math), core differentiation of math and English language arts, and small group instruction for those students in Response to Intervention tiers.

Some of the barriers and challenges to our student progress lie in social and economic areas such as a need for increased parental participation in the educational process and higher than average student absences. In 2013-2014, PES begins full implementation of "The Leader in Me" model to empower students through consistent classroom and schoolwide expectations for behavior and interaction.

PES also fosters community responsibility by students' participation in Jump Rope For Heart, Relay For Life, St. Jude Children's Research Hospital Math-A-Thon, Logan's Run (fourth-grade project), Harvest Hope food drives, iMoms, All Pro Dads, student safety patrol, WEE Deliver mail, school news program WPES and student-led conferences. Our students have many opportunities to demonstrate their understanding of their responsibility to assist their community.

Students at PES are empowered socially through classroom and schoolwide expectations for behavior and interaction. We use key phrases from "The Leader in Me" program, such as Be Proactive, Begin with the End in Mind and Think Win-Win, each day as we learn habits that help us be more productive citizens.

Our faculty and staff appreciate the value in recognizing our students for their effort and commitment to excellence. PES invites parents to quarterly awards ceremonies that celebrate student accomplishments in academic achievement, character development and effort.

As we look to a promising future, PES continues to serve its community and its many learners who are preparing to be future leaders. Thank you for your support and for sharing responsibility for creating success for our students, our school and our community.

Principal Catherine M. Hodge and SIC Chair Lisa Shumpert

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	91	88
Percent satisfied with learning environment	87.8%	90.1%	90.9%
Percent satisfied with social and physical environment	88%	86.8%	83.5%
Percent satisfied with school-home relations	79.6%	93.4%	73.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	93.1
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Pelion Elementary school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	653.2	646.8	613.3	626.0	100.0	100.0
Male	645.8	645.5	614.7	632.2	100.0	100.0
Female	661.4	648.4	611.6	619.8	100.0	100.0
White	658.7	652.2	618.2	629.6	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	607.7	603.9	575.6	597.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.0	641.6	607.4	618.9	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	88	100	29.1	24.1	46.8	70.9
	4	100	100	28.2	45.9	25.9	71.8
	5	90	100	40.5	38	21.5	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	91	100	20.2	20.2	59.5	79.8
	4	90	100	26.2	33.3	40.5	73.8
	5	97	100	19.1	58.4	22.5	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	88	100	43	17.7	39.2	57
	4	100	100	24.7	47.1	28.2	75.3
	5	90	100	32.9	40.5	26.6	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	91	100	36.9	27.4	35.7	63.1
	4	90	100	19	35.7	45.2	81
	5	97	100	31.5	40.4	28.1	68.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	44	100	43.6	38.5	17.9	56.4
	4	100	100	30.6	64.7	4.7	69.4
	5	46	100	35	57.5	7.5	65
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	43	100	50	35	15	50
	4	90	100	35.7	47.6	16.7	64.3
	5	49	100	37.2	60.5	2.3	62.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	44	100	25	55	20	75
	4	100	100	34.1	60	5.9	65.9
	5	44	100	48.7	33.3	17.9	51.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	48	100	18.2	59.1	22.7	81.8
	4	90	100	31	47.6	21.4	69
	5	48	100	47.8	43.5	8.7	52.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	89	100	44.3	41.8	13.9	55.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	92	100	38.4	34.9	26.7	61.6
	4	92	97.8	32.1	40.5	27.4	67.9
	5	99	100	44.6	41.3	14.1	55.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample